

**Students' Speaking Strategies in Expressing Their Idea in Analytical Exposition Text****Tria Rahayuning Tyas**

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[triatyas@mhs.unesa.ac.id](mailto:triatyas@mhs.unesa.ac.id)**Abstrak**

Tsui (2011) menemukan bahwa salah satu penyebab keengganan yang sering disebutkan di kelas adalah kurangnya kepercayaan diri siswa dan takut melakukan kesalahan dan ditertawakan. Karena alasan tersebut, peneliti ingin mengamati penggunaan strategi berbicara dalam teks eksposisi analitis menggunakan rubrik strategi berbicara. Strategi berbicara yang digunakan oleh peneliti untuk mendapatkan data adalah teori Dornyei (1995) yang terdiri dari sebelas teori strategi berbicara. Tujuan dari penelitian ini adalah untuk mengetahui strategi berbicara yang digunakan oleh siswa. Peneliti menggambarkan penelitian dalam penelitian kualitatif. Dalam mengumpulkan data, peneliti melakukan observasi kelas; dapatkan strategi berbicara siswa yang digunakan oleh siswa saat melakukan pidato mereka, kemudian dalam menganalisis data, peneliti menafsirkannya dengan rubrik strategi berbicara berdasarkan struktur generik teks penjelasan eksposisi. Disimpulkan dari penelitian bahwa menyampaikan pidato membuat mereka gugup. Sementara mereka merasa gugup di panggung, ada banyak strategi berbicara yang digunakan oleh siswa untuk menjaga kinerja mereka dengan baik. Ini membuktikan dari hasil siswa dalam mengatur tesis, mereka kebanyakan menggunakan salah satu strategi berbicara yaitu penggunaan cara non-linguistik. Dalam struktur generik berikutnya, yaitu menyatakan argumen, siswa banyak menggunakan strategi peranti ragu-ragu. Dan yang terakhir, siswa kebanyakan menggunakan strategi penerjemahan harfiah sambil menggambar pengulangan.

**Kata kunci:** *Berbicara, Strategi Berbicara, Teks Eksposisi Analitis*

**Abstract**

Tsui (2011) found out that one of the commonly mentioned causes of reticence in the class is students' lack of confidence and fear of making mistakes and being laughed at. Due to those reasons, the researcher wants to observe the use of speaking strategy in analytical exposition text using speaking strategy's rubric. The speaking strategy which is used by the researcher to get the data is the theory of Dornyei (1995) consists of eleven theories of speaking strategies. The objective of the study is to find out the speaking strategies which are used by the students. The researcher describes the study in qualitative research. In collecting the data, the researcher did a classroom observation; get the students' speaking strategies that are used by the students while performing their speech, then in analyzing the data, the researcher interprets it with the speaking strategy rubric based on the generic structure of analytical exposition text. It is concluded from the research that delivering a speech made them nervous. While they felt nervous in the stage, there were many speaking strategies which are used by students in order to keep their performance well. It proves from the students' results in organizing thesis, they mostly used one of the speaking strategies that is the use of non – linguistic means. In the next generic structure, that is expressing argument, students mostly used the strategy of hesitation device. And the last, students mostly used the strategy of literal translation while drawing the reiteration.

**Keywords:** *Speaking, Speaking Strategy, Analytical Exposition Text*

**INTRODUCTION**

English is an international language that is used by almost all people around the world for their communication. As one of English language skills, speaking is the most essential skill in achieving proper communication. Speaking is an interactive process of constructing meaning which involves producing and

receiving and processing information (Brown, Burns & Joyce, 2001).

Based on the fact, there are many speaking problems which are happened in a real life, and the biggest problem is the students' capability which may lack their motivation, confidence, and fluency when they speak. It raises some possible reasons. First, it may come

because of their limited vocabulary. Therefore, they cannot comprehend their ideas. Second, they cannot pronounce the words well and they are afraid, what if they get a mock from their friends, and they prefer to keep silent rather than answer or respond someone question. As suggested by Horwitz (2000) and MacIntyre & Gardner (2000), when people speak in L2, they become more apprehensive and tense and thus more unwilling to participate in a conversation. From another perspective, culture could also affect students' speaking performances. As Li and Lui (2011) put forward, one of the causes of reticence and reluctance in the EFL classroom may be cultural differences because certain cultures forbid or strongly discourage individuals from speaking up in classroom settings. Sometimes there may be the reason of deference towards teachers and elder students' behavior. Based on six interviews of Japanese students at the University of Edinburgh, Dwyer and Heller-Murphy (2002) found out that the students were reticent in EFL classrooms due to fear of public failure, fear of making mistakes, lack of confidence, low English proficiency, inability to keep up with native speakers, incompetence in the rules and norms of English conversation, disorientation, etc. Tsui (2011) found out that one of the commonly mentioned causes of reticence in the class is students' lack of confidence and fear of making mistakes and being laughed at.

According to the statement above, it is also supported by some previous research which were conducted the same research as this study. Actually, there are two previous studies that the researcher has taken into account as the foundation to conduct her research. The first study by Moriam (2005) investigated the differences of speaking strategy use by the EFL-major university students in Japan and Bangladesh. It is conducted to determine the learners' confidence in their own speaking skill levels a self-evaluative format was joined with the questionnaire. The major findings were that the Bangladeshi learners reported more frequent use of cognitive and interpersonal strategies than the Japanese learners. The Japanese females reported more use of cognitive strategy than the males. On the other hand, the Bangladeshi learners showed no gender difference in any category. The Japanese females showed communicative-experiential strategy as the most frequently used category, whereas the males showed almost equal frequency to communicative-experiential, management & planning and interpersonal strategies. The Bangladeshi females reported almost the same frequency to use communicative-experiential, interpersonal, and cognitive strategies and the males showed almost the same tendency including management & planning strategy with

the above categories. Cognitive and affective strategies had the strongest correlations with the other categories in both cultures. The Japanese learners' self-evaluation had the strongest correlations with the use of affective and interpersonal strategies. The Bangladeshi learners' self-evaluation had the strongest correlations with the use of cognitive and communicative-experiential strategies. The second study by Kabrizadeh (2014) examined the use of speaking strategies by some Iranian male and female EFL university students. The use of these strategies was examined in relation to the EFL university students' gender and their proficiency level based on which, they were classified as low, intermediate and high proficient groups. A sample of 100 Iranian EFL students was randomly selected. The sample consisted of students with different gender and proficiency levels. The questionnaire of communication strategies use was administered. It included five main categories in 30 items for speaking. The results showed no differences related to the use of speaking strategies by EFL students and their gender. In relation to the use of speaking strategies by EFL students and their proficiency levels, no differences were observed, either.

Due to those reasons, the researcher wants to observe the use of speaking strategy in analytical exposition text using speaking strategy's rubric. The speaking strategy which is used by the researcher to get the data is the theories of Dornyei (1995) consist of eleven theories of speaking strategies, those are: Abandonment Message; Avoidance Topic; Circumlocutions; Approximation; Word Coinage; Use of non-linguistic means; Literal Translation; Foreignizing; Code Switching; Appeal for help; Use of Hesitation Devices. In line with the problem stated above, this research addresses a research question which is formulated as follows:

1. How is the students' speaking strategy in expressing their thesis in analytical exposition text?
2. How is the students' speaking strategy in expressing their argument in analytical exposition text?
3. How is the students' speaking strategy in drawing the reiteration in analytical exposition text?

Therefore, this research was conducted under the main goals is to know which speaking strategies are used by at eleventh grade of senior high school while they are performing their idea in analytical exposition text. *It also* explored the investigation of students' speaking strategy in expressing their idea in analytical exposition text. It will be beneficial for English learners and therefore make better decisions for their speaking skill. In addition, English teachers will also beneficial through this study, because it will help them to know their students' strategy

in a classroom. Furthermore, other researchers who are interested in similar research can use this research as one of their resources, but with different theory, strategy, grade and speaking genre.

## **METHODOLOGY Research Design**

In conducting the research, researcher needs to decide the research methodology used in the research. This chapter contains the research design, the subject of the research, setting of the research, data and resource of data, data collection technique, research instruments, and data analysis technique. As it explained, the purpose of this research is to explore the speaking strategy used by students in expressing their idea of analytical exposition text. To meet the research objectives, the researcher decided to have qualitative study as the design of the research. As stated by Ary et. al (2010) that this type of research gives more attention to something that happens naturally in which it concerns with the social phenomena and the purpose of qualitative research itself is to provide a new understanding to a phenomenon; therefore, the qualitative data is often fluid and complex (Riviera, 2010). Thus, this research was designed in such a way to capture all the phenomena that happened during the students' performance in expressing analytical exposition text.

Moreover, the data collection techniques were conducted through observation and visual analysis. In this study, researcher provided the complex textual description about the students' speaking strategy in expressing their idea on analytical exposition text based on the real activities on fields, because qualitative research occurs in the natural setting which means it is difficult to obtain a consistent result of the studies (Wiersma, 2000). The data was collected in the form of words and it was also described in words since the design of this research is qualitative research which pays more attention to the data in the form words than numbers (Bhattacharjee, 2012). In addition, the researcher attended a class that has been chosen as the subject of the research, taking a role as a non participant – observer. This study was designed to describe the students' speaking strategy in expressing their ideas in analytical exposition text.

The research data in this study was in form of students' monologue of analytical exposition text and the data was collected through observation. Ary et al., (2010) stated that observation helps to capture all the phenomena that happen in the classroom in which the researcher observed the speaking strategies used by the students in facing the problem while expressing their ideas, because it picked every strategy in details which were happening in the class. It was collected by using speaking rubric. Furthermore, researcher used field note and speaking

strategy rubric in order to get the data. In line with that, document analysis was used as the technique to gain students' utterances in which the data was in the form of non written document which was the performance of their idea of analytical exposition text. Through this technique, the researcher was able to explore how far they use the speaking strategy in facing the difficulties.

From the students' performances which happened naturally, the researcher knew the students' speaking strategies when they could not express their ideas. From that problem, researcher analyzed the students using a theory of eleven speaking strategies by Dornyei (1995), and analyzed them with speaking rubric which helped the researcher to gather the data and provide more information. During the observation, researcher took note anything which happened in the class, related with the students' speaking strategy. Researcher observed what kind of strategies which were used by students to express their ideas on analytical exposition text.

To answer the three research questions the researcher used speaking strategies rubric in order to know their speaking strategies in expressing their ideas. Nevertheless, there were many kinds of phenomena and speaking strategies that happened during their performance. To handle this problem, researcher recorded their answer and used field note in order to get the specified data. In this research, the researcher started the process of analyzing the data from the beginning of the research when the researcher gained the data. In this case the researcher applied the theory of qualitative analysis by Ary et al (2010). For the process oriented analysis, the researcher was in the mode of transcribing, familiarizing, and interpreting the data based on each stage of the generic structure.

First step, the researcher familiarized the step before taking the data. In taking the data, the researcher prepared what kind of instrument that she used and she were going to decide the instruments were speaking strategies rubric, recording, and field notes. In connection with it, the researcher used the speaking strategy rubric to know which of the speaking strategies used by the students while they were performing their ideas of analytical exposition text. Then, the researcher used to record the students' performance because the data is in form of utterances. Besides, the researcher also used field notes in order to have some notes about the natural phenomenon in class while the students performed their ideas. Since the data is in form of utterances, the researcher transcribed the students' performance which was recorded by her friend in the form the video. Transcribing is used in order to know which strategy was



used by the students while they were performing their ideas. Furthermore, the researcher interpreted the students' speaking strategy that happened naturally. In interpreting the data, the researcher were classifying which strategy was used by the students. Lastly, to judge and justify the speaking strategy, the researcher consulted the adapted rubric to help her describing and agglomerating it in an appropriate with the speaking strategy by considering each aspect within the rubric.

### **Research Subjects**

In this research, the researcher chose a class of eleventh grade in senior high school which was consist of 20 students, but researcher analyzed only 13 students because the other data was incomplete. The reason is, they were expressed their idea in short monologue and it made the researcher cannot analyzed the data well, only 13 of them which were fulfilled the criteria for being analyzed.

### **Research Setting**

This research was conducted in a senior high school which was located in a sub - district, in Gresik. The reason why researcher chose the mentioned subject was because the location of the school was in a sub – district which meant the cultural effect influenced their speaking skill and the syllabus of the school provided them with approximately 8 chapters which focused on their speaking skills of analytical exposition text.

### **Data and Source of Data**

The research data in this study was in form of students' monologue of analytical exposition text and the data was collected through observation. Ary et al., (2010) stated that observation helps to capture all the phenomena that happen in the classroom in which the researcher observed the speaking strategies used by the students in facing the problem while expressing their ideas, because it picked every strategy in details which were happening in the class. It was collected by using speaking rubric. Furthermore, researcher used field note and speaking strategy rubric in order to get the data. Furthermore, document analysis was used as the technique to gain students' utterances in which the data was in the form of non written document which was the performance of their idea of analytical exposition text. In that case, the researcher recorded the student's speaking performance in the form of video (Ary et al., 2010). Through this technique, the researcher was able to explore how far they use the speaking strategy in facing the difficulties.

### **Data Collection Techniques and Research instruments**

In this study, the researcher collected the data by doing an observation during the teaching learning process. First, researcher came in to the class, made a

simple introduction. After doing an introduction, researcher tried to explain what she will be going to do. Then, each of the students was asked to take the lottery which contained a topic. Here, the researcher provided 30 topics, so each of the students got one topic. Next, the students got the rubric divided by the researcher and they are asked by the researcher to write their name and topic on the top of the paper.

After the first stage was done, the researcher sat down behind the student and took note while observing the teaching learning process. The teacher taught about explanation text by giving a topic and students needed to give their personal opinion related with the generic structure of analytical exposition text, orally. Next, the teacher gave those four minutes to prepare their performance. One by one they performed their idea of analytical exposition text, orally and spontaneously. Any phenomena were happened there originally.

From the students' performances which happened naturally, the researcher knew the students' speaking strategies when they could not express their ideas. From that problem, researcher analyzed the students using a theory of eleven speaking strategies by Dornyei (1995), and analyzed them with speaking rubric which helped the researcher to gather the data and provide more information. During the observation, researcher took note anything which happened in the class, related with the students' speaking strategy. Researcher observed what kind of strategies which were used by students to express their ideas on analytical exposition text.

To answer the three research questions, thus are: how is the students' speaking strategy in expressing the thesis of analytical exposition text? How is the students' speaking strategy in expressing the arguments of analytical exposition text? How is the students' speaking strategy in drawing the reiteration of analytical exposition text?, the researcher used field note and speaking strategies rubric in order to know their speaking strategies in expressing their ideas. Nevertheless, there were many kinds of phenomena and speaking strategies that happened during their performance. To handle this problem, researcher recorded their answer in order to get the specified data.

### **Data analysis**

In this research, the researcher started the process of analyzing the data from the beginning of the research when the researcher gained the data. In this case the researcher applied the theory of qualitative analysis by Ary et al (2010). For the process oriented analysis, the researcher was in the mode of transcribing, familiarizing, and interpreting the data based on each stage of the generic structure.

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## RESULT AND DISCUSSION

The first part is the result while the second part is focusing on the discussion. In the first part, it is described and explained the result of the observation that the researcher did. After delivering the result of the observation, the researcher provides further explanation of what came to be known as the discussion part in which it tells the reader which theories is used by the students as the result of the research.

Here, it points out the description of the students' speaking strategies. The result of the students' speaking strategies is judged by using a rubric which is adapted by adding the components of speaking strategies and some special notes. In each performance the researcher found some important points related to the process of how they performed their ideas. The researcher conducted the observation in a class of eleventh grade in senior high school. Actually, there were 20 students were observed by the researcher, but the result of the performance was not all of the students did the good performance. From 20 students, there were only 13 students which were did their best performance and it could be analyzed for being the result of this research. From 13 students, they were expressed their idea in sequence with the generic structure of analytical

exposition text. It was thesis, argument, and reiteration. The first result that will be explained here is about the students' speaking strategy in expressing their idea of the thesis, argument, and reiteration.

Student 1

Monologue

*"My topic is... is smoking is. Is smoking good for us? Smoking is an activity that is harmful to our.. our heart. "Teruss.." The proof is every year more and more people die because smoking. If the smoking.. The major.. the major organ to be attacked is given. And a....Not only.. Not only our brainly that to be attacked but people around us will be..... (Stopped).*

*It is know that smoking have many negative impacts. The example is lung cancer and heart attack.*

Expressing Thesis

In delivering thesis' idea, the student often used gesture to help in expressing the idea by moving her hands. In this case, the speaking strategy that the student used called use of *non – linguistic means*. Furthermore, the student uses a repetition. Here, student said the words of "is, our" many times and it belongs to be a strategy of *using hesitation devices*. Student also says the word of "teruss" as the strategy of *using hesitation device* in order to fill pause and to gain the time to think. Besides, student used an alternative word that is "The proof" which is better to be said as "The fact". In this case, student says "the proof" as the alternative word, because it has a closely meaning with "the proof". The use of alternative word called as *approximation* strategy.

Expressing Argument

Students said "and a....." and "opo yoooo" which tend to be a strategy of using *hesitation devices*. Students use that strategy to fill pause and to gain the time to think. Besides, student uses a strategy of *literal translation*. The sentence that she produced is Indonesian – English translation. It can be seen from the sentence of: "the major organ to be attacked is given" which the researcher concludes that she wants to say: "the most important organ will be injured by heart attack".

When delivering the ideas, she said also the word of "brainly". The complete sentence that she said was: "not only our brainly, but also.....". This strategy is called *word coinage*. It is creating L2 word of morphological rules. The word of "brainly" should be best replaced with "our brain". In this case, the student try to produce a word based on her knowledge. Moreover, student preferred to be silent and did not continue the message. In this case, the strategy belongs to *abandonment message*. It can be because of she does not know what she is going to say, and she prefers to keep silent then skip this stage.



## Expressing Reiteration

The student said “teruuss...” while expressing the conclusion. It belongs to be the *use of hesitation devices*. Furthermore, the student also used a facial expression that was “rolling eyes” which is signed as “thinking”. It also belongs to the strategy of the *use of non – linguistic means*.

## Students 2

## Monologue

“My topic is lapotop.. laptop is.. students “fraind”. Students.. students.. students not only need a book or eraser to study but also they are need laptop for their study progress and.. and.. as media type and print. First.. first.. first, school, modern school mostly using laptop as a media presentation besides a book. So that they are can be easier for understanding. Secondly.. (stoppoed)Secondly, laptop as media, mediaaaa type and print for study fit book example proposal and makalah. So that laptop is very important for students as study. Thank you.”

## Expressing Thesis

The student used a repetition. She said “and.... and... and...” in delivering the idea. It belongs to the *use of hesitation devices*. It is used to fill pause and to gain the time to think. Furthermore, she delivered the next message fluently, but using Indonesian – English translation. That strategy belongs to *literal translation*.

## Expressing Argument

In this case, she also used a repetition. She said “first..., first..., first...”. It belongs to the strategy of *using hesitation devices*. Next, she expressed the whole argument by using Indonesian – English translation, which belongs to the *literal translation strategy*. In the middle of her presentation, she stopped her presentation for a few times. It means that she was thinking and looking for some idea which could be expressed. This strategy called as *the use of hesitation devices* which can fill the pause and to gain the time to think. She did not skip this stage; she tried to express it completely. She continued the idea using her own sentence. It can be seen in the sentence of: “laptop as media, mediaaaa type and print for study fit book example proposal and makalah. Thus sentence belongs to the *literal translation* because she used an Indonesia – English translation.

## Expressing Reiteration

The student expressed the conclusion’s idea fluently but she still used *Indonesian – English translation*. It can be seen from the sentence of “So that laptop is very important for students as study”. Moreover, she expressed the message shortly and she left the stage quickly. That action can be concluded as

*avoidance topic* because she did not know what she said next.

## Student 3

## Monologue

“My topic is aaa the problem of being too “fet”. Being to faatt... is founded known as overweight or obesity. Overweight... overweight is height... adult problem.. aaa.. being too fet.. being too fet is .... a..... hard problem.. being to fet is a problem.. is a problem.... obesitas.... aaa.... (stopped) (smile)..... aduuuuhhh.. Collestrol.. and..... and..... thanks.. wassalamualaikum wr.wb.”

## Expressing Thesis

In the beginning of the idea, the student expressed it with a *sound limitation*. This strategy belongs to be the *use of non – linguistic means*. Furthermore, in the middle of his performance, he did not have any idea and he tried to remember what he was going to say. He used a *facial expression* that is rolling eyes. A facial expression belongs to be the *use of non – linguistic means strategy*.

## Expressing Argument

When he expressed his idea in the case of argument, he often looks for help. In the middle of his performance, he tried to get some helps from his friend by saying: “apa itu namanya...”. This speaking strategy includes as *appeal for help*. Unfortunately, there was no one of his friend who helped him. Therefore, he preferred to keep silent. He did not continue the idea that he was going to say. In this case, the strategy belongs to *abandonment message’s strategy* because the student did not finish what idea he was going to express.

## Expressing Reiteration

Unfortunately, the student remained to keep silent and did not say anything. He felt difficult about the idea that he want to express. He said only: “cholesterol”, then stopped it. After that, he still remained to keep silent for 21 minutes. Then, he chose to end his presentation by saying: “and thanks wassalamualaikum wr.wb”. Therefore, he preferred to *keep silent and avoid saying anything*. This strategy which is used by the student belongs to the *avoidance topic*.

## Student 5

## Monologue

“My topic is social media is bad for teenagers. Many people have social media to have connecting their friends in far distance. Actually in make “simpling” to extend idea atau topic. But many people one of them is teenagers abuse the technology. Tenage.. all of teenager using the technology just for game. First, social media make all of student was easier in doing “sigmen”. They not care about the studying and they not care their

responsibility as student. Second, social media make all student not care about his parents and the of.. the... sensitive..in... sensitive...in... been... sensitive with many people. So I recommended you to use technology good because the technology make all the student good "asigmen". Here my opinion, wassalamualaikum wr.wb."

#### Expressing Thesis

In this case, it can be seen in the sentence of "many people have social media to have connecting their friends in far distance.". It is better to be replaced with the sentence of "many people have social media to connect with their friends who are in the distance". Therefore, it belongs to the strategy of *literal translation*. He translated the sentence in his mind which is Indonesian into English. In addition, he also said "simpling" as the researcher concluded that he was going to say "simplify". In this case, he used the strategy of *word coinage*. He produced a word based on his background knowledge. Moreover, he was using a gesture by moving his hand many times while delivering the idea. Using gesture when expressing idea orally can be called the *use of non – linguistic means* as the speaking strategy to minimize the ill-mannered.

#### Expressing Arguments

While expressed the arguments, the student said: "teenage....." with a long tone. It indicated that he used that strategy in order to fill pause and gain the time to think. It called as the *use of hesitation devices strategy*. He produced a word of "sigmen" in which there is no word of "sigmen" in English dictionary. It belongs to be *word coinage* speaking strategy. It could be better to say "assignment". On the other hand, the word "teenage" doesn't exist in English dictionary. It means that the student try to produce a word based on their knowledge. Therefore, it can be called as *word coinage* speaking strategy. After that, he remembered that the word he had produced was wrong and he continued to say: "all of teenagers". Furthermore, the student repeated the word of sensitive. He said it three times and made a pause in each word. "sensitives... sensitives.. sensitives... This strategy belongs to the *use of hesitation devices* in order to fill the pause and to gain the time to think.

#### Expressing Reiteration

Apparently, the student expressed the conclusion's idea fluently, but in some sentences, the researcher heard "So I recommended you to use technology good because the technology make all the student good "asigmen". Thus statement is Indonesia – English translation. It can be seen in the word of "good". Researcher thought that he wanted to say "So I recommended you to use technology as well as possible

because technology makes it easier for all students". Therefore, this strategy called as *literal translation*.

#### Student 6

##### Monologue

"My topic is the power of music in our life. Do you think that music is important in our life? Yes i do. Music.. music has changed... opo... music has changed our day.. our day and daily activities. Yes as the reason why music it hears anywhere and anywhere. First, music is a way to express feeling. When we falling... falling love, the kind music with it.. will.. listen it could be all about love. When we are sad, we go for music that melancholic and.. im.. immerse ourselves.. in a sadness. When we happy we choose song the happy tones too. Song can help people to memorize their experience.... So, what were.. what we done music it could be knowing."

#### Expressing Thesis

In the beginning of expressing the thesis, student started his performance by saying: "Lali... sek sek..", then left the stage and back to her desk. In this case, her strategy belongs to be an *avoidance topic*. She used that strategy because she felt difficult and had no idea to say something. Furthermore, she came back to the stage and tried to say something but, she still felt difficult. Then, she tried to look for some help by saying: "opo, heee". It means that she also used *appeal for help* strategy.

#### Expressing Argument

In this stage, she tried to say something, but in the middle of her message she was blank. She preferred to keep silent and stopped her presentation for a long time. After that, she said that she did not well prepare. It can be seen in the sentence of "aaaaa laliiiii.... gak siiiaaapppp..... (back to her own desk)". This belongs to the one of speaking strategy called *leaving message*. She did not finish her message and tend to back to her own desk and ended her presentation.

#### Expressing Reiteration

In expressing the conclusion, she said only one sentence. And she used a *hesitation device's* strategy because she stopped her message in a short time in order to gain the time to think. The last sentence, she delivered "what we done music it could know". The researcher did not get the idea from this sentence because it is the one of speaking strategy that is *literal translation*.

#### Student 8

##### Monologue

"The effect of having boyfriend for teenagers. Aaaa.. is that friend when you began to know love, you will... you.. you must be able to sort out and.. to sort out boy is good for you and what will happen in the future. First... firstly... you... you lost got.. you lost got time when what they study for .. study.. for the homework or together



*with your family or your friends. Secondly, you will broken heart.. you will broken heart... some day. When you leave it.. when you.. leave it by someone. And... having.. having boyfriend.. having boyfriend for teenagers is very negative because you can lost the time when there is time for study and family. And the last i say wassalamualaikum, wr.wb."*

#### Expressing Thesis

In the beginning of her presentation, when she delivered the thesis, she said "aaaa". This means that is one of the speaking strategies. The strategy that she used is called as *the use of hesitation device*. She said "aaaa" in order to gain the time to think. Furthermore, she also used a repetition often. It can be seen from the words of "you will... you.. you", and "to sort out and.. to sort out" which she mentioned for many times.

#### Expressing Argument

In the part of expressing argument, the researcher finds some strategies. The first, she said the word of "islamicia" which is the word does not exist in the dictionary. That word is created by hers. It is the one of the speaking strategy that is called as *word coinage*. Word coinage's strategy means creating L2 word based on the students' knowledge. Furthermore, the student still uses the *use of hesitation device's* strategy. She often says "aaa" in a long tone because it can fill the pause and gain the time to think.

#### Expressing Reiteration

In the last performance, she expressed her idea about the conclusion of the message that she delivered. The researcher can get the idea although the sentence was using a *literal translation* strategy.

#### Student 9

##### Monologue

*My topic is Valentine's Day for Muslim. Aaa.. Valentine day is commonly aaaa loves day. Kids, teen, adult people aaaa.. Celebrate it. On aaa fourteen of February. Aaaa I'm a Muslim and my religion not allowed to celebrate valentine day because valentine day is not Islamicia. Aa not only Islamic... aa not only Islam.. aaa to.. Not only Islam forbidden to.. eh.. not only Islam forbidden celebrate the valentine day but Indonesian government have too. Indonesian government aaa believes that Indonesia is the one of the biggest Islam... aa the biggest Islamic country in whole world. And I think every day we can spread love with our lovers. Not only on valentine days. And... Valentine days is not our culture in Indonesia. Thank you very much.*

#### Expressing Thesis

In expressing the thesis, she often uses one speaking strategy, which is the *use of hesitation devices*.

She said "aaa.." in a long tone four times. She used to in order to fill the pause and to gain the time to think.

#### Expressing Argument

In the part of expressing argument, the researcher finds some strategies. The first, she said the word of "islamicia" which is the word does not exist in the dictionary. That word is created by hers. It is the one of the speaking strategy that is called as *word coinage*. Word coinage's strategy means creating L2 word based on the students' knowledge. Furthermore, the student still uses the *use of hesitation device's* strategy. She often says "aaa" in a long tone because it can fill the pause and gain the time to think.

#### Expressing Reiteration

She expressed the conclusion clearly by summering the whole meaning of the topic. But in the end, the researcher heard that she pronouncing "and" in a long tone. It also belongs to the *use of hesitation device's strategy* which can fill the pause and gain the time to think. In addition, for the whole performance, she can do her best and speak clearly with a little nice pronunciation and tone.

#### Student 10

##### Monologue

*"My topic is using GPS when you are driving or riding. Global western system or we know as GPS. Is a... education system that make to someone to find out the area or maps. In modern area... it is important.. be... it is important. To have GPS in your mobile phone. Using GPS to minimize the lost direction in driving. Using GPS is not only know... the... trouble structure routen.. the structure routen travel. Using GPS is dangerous because..... (stopped)Sudah.... (smiling) sudah.... and back to his desk.*

#### Expressing Thesis

He mentioned the word of "a" with a long tone in the middle of delivering the thesis. It is called as the *use of hesitation device*, in order to gain the time to think.

#### Expressing Argument

In this stage, he delivered the sentence of "it is important" twice, and with a long tone. It belongs to the speaking strategy called as the *use of hesitation device*. Furthermore, in the sentence of "trouble structure routen" is strategy of *literal translation*. The researcher understands that he was going to say "the difficult route", but he translated the Indonesian sentence into English sentence. Next, he did not continue his message. He preferred to keep smile on the stage and going back to his desk and said "sudah, sudah". This strategy belongs to the use of *abandonment message*.

#### Expressing Reiteration



The last, he did not continue his presentation. It belongs to the one of the speaking strategy which is called as *avoidance topic* because he felt difficult to express something and he preferred going back to his desk.

Student 12

Monologue

*My topic is the importance of sleep. Sleep is essential for health and will be get millions of people do not get enough sleep and many of.. and many of them suffer of.. like of sleep. Sleep.. sleep can interferes with the learning of young people is good. A night without sleep makes body feel tired and irritable the next day. Most healthy a... adult are work for sixteen hours of work full mess and need. And... Average for... For eight hours for... sleep a night. Thank you. Assalamuaaikum wr.wb.*

Expressing Thesis

In expressing thesis, the student used the common strategy, which is the *use of hesitation devices*. She mentioned some sentences by repeating the word with a long tone. It means that she needs a time to think and fills the pause. She tried to continuing her message by using that strategy. Furthermore, she used one more speaking strategy. It is called as *literal translation*. Literal translation means translating L1 to L2 or Indonesian – English translation. It can be seen from the structure that she used is Indonesian and the meaning, sometime is difficult to understand.

Expressing Argument

While expressing argument, the student still used a *literal translation*. She was using Indonesian – English translation. The structure is really Indonesian and the meaning is difficult to understand because the diction that she used is also complicated. In this case, the researcher does not understand what the message is, but the researcher can get what strategy is used by the student. Furthermore, she also used one of the common speaking strategies, which are the *use of hesitation devices*. She was pronouncing some words by using repetition and with a long tone in order to gain the time to think and to fill the pause. She wanted to keep her presentation, but she needed some times to think. That is why; she used hesitation devices to help them found the idea.

Expressing Reiteration

In delivering the conclusion, she presented in a simple sentences. In the sentence that she expressed contains some strategies. The first strategy that she uses is still the same that is the *use of hesitation devices*. It is the common strategy which is used by most students. Next, she also used a *literal translation*. The researcher does not get the meaning of the message because the diction that she used was not understandable.

Student 13

Monologue:

*My topic is dating on.. dating on.. dating on students of senior high school. In senior high school all students will have a feeling of falling her love with her friend. Dating in senior high school has a negative effect because it can disturbing the focus of studying. As senior high school student must keep focus on studying not falling in love and dating with the people who they loves. It can be positive for us if we can arrange our time to study and do not spend the time for dating. Many dating will have negative impact, so for senior high school it is not good to dating because the old is... because the old... the old is younger. We can have a boy friend and dating if we are have enough old.*

Expressing Thesis:

One of the speaking strategies, called as *the use of hesitation devices* is still commonly used by the student. It can be seen from the word that she mentioned more than once. This strategy is used by them in order to help them to gain the time to think and to fill the pause. Furthermore, she did not have much confident in delivering the whole presentation. In addition, she delivered the whole presentation with a sound limitation and preferred to look down. In this case, it also belongs to the one of speaking strategy which is called as *the use of non – linguistic devices*.

Expressing Argument:

In expressing the argument, she preferred to use the *literal translation's* strategy. She translated it by using Indonesian structure, but the diction that she used was understandable.

Expressing Reiteration

While she delivered the conclusion, she used one of the speaking strategies that are called as *approximation*. Approximation is a strategy that is used to deliver an alternative term of word. In this part, she replaced some words of "age" which is in Bahasa Indonesia means "usia/umur" by saying "old".

In accordance with the students' performance, apparently the students used many kinds of speaking strategies. The performance really showed how the students used the speaking strategies while they got difficulties in expressing their idea. In this part, researcher discussed about the result of students' speaking strategy of each generic structure and the monologues are also written. As the result, from the eleven aspects of speaking strategy which is drawn in the table above, it can be judge and justified their performance that the speaking strategy is used to help them was the use of hesitation devices. Most of them used this strategy because they want to keep their performance

runs well without any pause, that's why; they mostly used repetition and mentioning some words with a long tone in order to fill the pause and heard that their performances runs well. Within this strategy, it is clear that the students had already fulfilled one of the characteristics of speaking strategy as the strategy of Dornyei (1995). From the result of students' performance, it was obvious that they had already shown their best to perform their individual work. It is indicated by the moment performing their idea in which they try to speak up as well as they can. This really showed that the speaking strategy is helpful for them when they are on the stage.

Moreover, the aspect of avoidance topic strategy was also used by them in their performance. As stated by Dornyei (1995), this strategy is used by learners to avoid some concepts that they do not know because they feel difficult to express. Mostly, students used this strategy because they feel difficult to express what statement that they want to say next, because they were nervous and forget the term of some words and they did not have more idea in their mind. Next, the strategy of literal translation was also used by students oftentimes. Students used this strategy by translating L1 to L2. It happened because their daily classroom atmosphere were used Indonesian only. That's why; their background knowledge will be accustomed in Indonesian language and while they are performing an oral task or showing their oral skill, this strategy will be used rottenly by them in each sentence.

In short, what can be inferred is that whatever they do or whatever they perform, let them be all out and then let them correct themselves and more importantly they cannot be abandoned by teacher's guidance.

## CONCLUSION

Beyond the data, there are some important points that can be drawn as the conclusions of this research. What can be drawn from the research question as the conclusion is that the students mostly used in expressing their idea in analytical exposition text is the use of hesitation devices. Those are some students who use the strategy of hesitation devices in expressing their idea in analytical exposition text; student 1, student 2, student 5, student 6, student 8, student 9, student 10, student 11, student 12, and student 13. This stage is completed although it is not well fluently, but the students keep trying to speak up. Furthermore, the strategy which is used most is literal translation. Many of the students preferred to use this strategy because their background knowledge is Bahasa Indonesia and they need to be accustomed to use the right structure in speaking English. The students who used this strategies are; student 2, student 4, student 5, student 6, student 8, and student 12.

From the presentation of all students there were many speaking strategies which are used by them, there were two speaking strategies; the use of hesitation devices and literal translation that were dominantly used while expressing their idea in each stage. Each student has different strategy, as stated by Corder (1981), speaking strategy is defined as a systematic technique employed by speaker to express his or her meaning when faced with some difficulties. On the other hand, according to Horwitz (1991) speaking strategies can be appeared by speaking anxiety. In addition, students automatically try to cover their error by using speaking strategies. It means that both of the speaking strategies which was used oftentimes can help them to focus on using the language when they are communicating with others or when they are in the mode of performing some speech.

## SUGGESTIONS

For the English teachers who are currently teaching English to the second grade's students of Senior High School, it is important to practice all the things related to speaking skill and understand about the speaking strategy that students' used when they performing it orally. Here, students need to try speaking English in their teaching learning process. Teacher also needs to know how they behave their difficulties, so that teacher can help to solve their problem in speaking skill.

For the future researchers, it is hoped that before doing the similar research they should consider the basic competence, the materials and the skills as it is stated in the Curriculum 2013. By doing so, the researchers will be able to find another phenomenon dealing with the use of students' speaking strategy on analytical exposition text.

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